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| **Code:** |  |
| **Standard and/or Element:** |  |

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| **1. Determine and define vocabulary.** *Identify and underline key terms within the standard(s) and/or element(s). Define each term as it relates to the standard.* |
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| **2. Study the standard(s) and/or element(s).** *Identify concepts and skills students will need to know, understand, and be able to do to reach proficiency. Generate key implementation questions related to the standard and/or element(s). Answer each question.*  question. |
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| **3. Scaffold understanding and communicate the language of the standard and/or element(s).** *Paraphrase the standard) and/or element(s). Create a “script” that details how teachers will describe the standard and/or element(s) to students.* |
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| **4. Develop “I can” statements.** *Describe the standard(s) and/or element(s) as statements of intended learning (e.g., “I can use information from what I read to draw conclusions (make inferences)”; “I can use mathematical vocabulary to describe how I solved a problem,” etc.).* |
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| **5. Establish success criteria by identifying strong and weak work.**  *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions.*  *.* | |
| **Strong Work** | **Weak Work** |
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